



**NORTH SEATTLE  
COLLEGE**

*One of the Seattle Colleges*



# Early Childhood Education

Bachelor of Applied Science

**Program Proposal**

North Seattle College

Revised, October 2015

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## Form A: Cover Sheet, Statement of Need

### Program Information

**Program Name:** Early Childhood Education

**Institution Name:** Seattle Colleges--North Seattle College (Lead)

**Degree:** BAS Early Childhood Education      **CIP Code:** 13-1210

**Name of existing technical associate degree(s) that will serve as the foundation for this program:**

**Degree:** Early Childhood Ed. AAS      **CIP Code:** 13-1210      **Year Began:** 1985

**Degree:** Early Childhood Ed. AAS-T      **CIP Code:** 13-1210      **Year Began:** 2015

**Proposed Start Implementation Date:** Winter 2016

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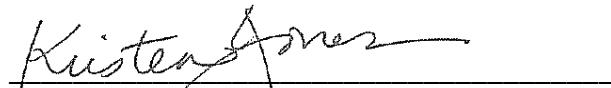
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August 17, 2015

Date

## Introduction to the degree

North Seattle College proposes to develop a bachelor of applied science (BAS) degree in Early Childhood Education in order to construct a pathway to employment as a lead teacher in an early learning classroom or director of a preschool. Baccalaureate capacity for Early Childhood Education in the Seattle area is very limited although 25% of preschool teachers hold a bachelor's degree or higher. Federal, state and local policy changes designed to professionalize the occupation are also pushing up demand for baccalaureate-trained preschool teachers. By 2020, it is estimated that 53% of preschool lead teachers will hold a bachelor's degree or higher.<sup>1</sup>

The courses will be taught by highly qualified faculty in primarily a hybrid format. Because many of our students will be working, hybrid courses will be offered during the weekday evenings and possibly on weekends. We also understand Early Childhood Education is relationship based, both for children and their teachers. The hybrid model allows time for student and teacher to develop a professional relationship.

In November 2014, Seattle voters passed Proposition 1-B, "Pre-K for All", a pilot project establishing the Seattle Preschool Program and making high-quality preschool available and affordable for 2,000 Seattle children. In 2013, Washington State pledged to create over 10,000 spots in the state-funded Early Childhood Education and Assistance Preschool (ECEAP) expansion. The national *Head Start* program has established a goal that 50 percent of its teachers hold a bachelor's degree. While this *Head Start* goal has been satisfied in Washington State, our state was one of just nine states to receive the \$60 million *Race to the Top: Early Learning Challenge Grant* for 2011-15.

To meet criteria for high-quality pre-K, teachers need a more comprehensive level of education. The Seattle Preschool Program requires lead teachers to hold a bachelor's degree in ECE or a bachelor's degree plus a teaching credential. In order to meet these standards in Seattle, the City is looking to increase the supply of bachelor's-level prepared pre-school teachers, and has reached out to the Seattle Colleges to develop this program. Nationally, in addition to the Head Start goal mentioned above, the National Association for the Education of Young Children (NAEYC) is implementing a new requirement in which daycare centers seeking NAEYC accreditation will need to achieve 75% of their teachers holding a relevant bachelor's degree by 2020.

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<sup>1</sup> Carnevale, et. al. (2013), in *Recovery: Job Growth and Education Requirements through 2020*, Washington, D.C., Georgetown Center on Education and the Workforce.

Demand for baccalaureate-trained preschool teachers and administrators is not being met. There are only a handful of ECE and related studies programs in King County located at City University, the University of Washington-Seattle, Eastern Washington University's Bellevue Campus, and Central Washington University's Des Moines campus. But together these programs produced only nine ECE graduates in 2013, according to IPEDS data. While UW-Seattle has recently created two programs, an early childhood and family studies undergraduate major and an online degree completion program, neither is very accessible to incumbent workers enrolled in community college ECE programs, or students who do not meet the academic standards required for UW admission. The UW online degree completion program currently does not accept students directly from any community college ECE ATA/AAS/AAS-T programs.

North Seattle College proposes an applied baccalaureate degree in Early Childhood Education that will focus directly on early learning lead teachers in infant, toddler, preschool or early elementary before and after school care environments, rather than the broad range of child development occupations that the UW program supports. The program will be more broadly accessible to incumbent workers in the field, since the more selective UW admissions criteria will not apply.

There is a wide range of feeder programs in early childhood education that can provide a pipeline for a new ECE BAS program. There are ECE associate degree programs at North Seattle College, Bellevue, Edmonds, Everett, Green River, Highline, Lake Washington, and Olympic College. In addition, both Seattle Central and North Seattle College have implemented the stackable certificate programs that lead to the Washington ECE Certificate, and Seattle Central also has a Child and Family Studies certificate program. Together, these programs serve 1,600 students each year. Other Associate degree programs that would provide a direct transfer opportunity include an AA-DTA or AS degree, or other AAS degree in a social science field, such as Social and Human Services programs at Seattle Central, Highline, and Edmonds Community Colleges.

One of the biggest barriers to continued education for pre-school teachers has been the limited prospect of higher pay with a bachelor's degree. The new *Seattle Pre-School Program* will provide the needed incentive for incumbent workers to go ahead and make the investment in their education. The City has established a goal to raise compensation for baccalaureate-trained preschool educators to kindergarten teacher levels (\$26.00/hr.), and with tuition subsidies available for participating early learning centers they will be better-able to achieve this goal without losing customers.

The BAS in Early Childhood Education would begin enrolling students in the winter of 2016. The following program proposal demonstrates how the Early Childhood Education BAS will provide

the academic rigor, student financial and academic support, and program quality that will be required for student and program success.

## **1. Curriculum demonstrates baccalaureate level rigor**

The curriculum for the ECE BAS degree has been developed with the input of many experts, both within Washington state professional/technical colleges, professionals in practice, and national experts. Program learning outcomes were developed using the National Association for the Education of Young Children (NAEYC) accreditation standards as a model with the input of North's ECE faculty, local childcare providers, a number of Washington state AAS programs, and the City of Seattle Preschool Program.

We spoke with regional colleges and universities offering four year degrees in early childhood education, and studied several BAS in ECE programs from across the nation to develop our course list. Local employers participated in the development of the courses, and the City of Seattle Preschool Program provided regular input. Three Early Childhood Education faculty from North Seattle College developed the course descriptions with input from our ECE BAS Advisory Committee (see Appendix 1).

One recommendation of the Advisory Committee was to ensure that the program was accessible to the maximum number of students in the Greater Seattle area, particularly those who are teachers with Seattle Preschool Program providers, concentrated mostly in the central and southern parts of the city. To meet this need, we are planning to locate the classroom sessions in a central/south location. While sites are still being vetted, leading contenders are the Community Day School Association Training Facility at 5950 6th Ave. South, Seattle Central Community College at 1701 Broadway, and the John Stanford Center for Educational Excellence at 2445 Third Ave. South. Site visits are currently being conducted and a final decision is expected by the end of September 2015.

North Seattle College has created an articulated sequence using the statewide stackable certificate in ECE, our own AAS degree and our BAS program plan to ensure that the learning outcomes will be met and evaluated throughout.

### **ECE BAS Program Outcomes:**

Graduates of the BAS program will be prepared to:

#### **1. Promote Child Development**

- a. Identify and understand young children's characteristics and needs from birth to 8 years of age

- b. Identify the interaction of various influences on children's development and learning
  - c. Create healthy, respectful, supportive and challenging environments for young children
2. Build family and community relationships
- a. Describe diverse family and community characteristics
  - b. Support and engage families and communities through respectful, reciprocal relationships
  - c. Involve families and communities in young children's development, understanding that families are the child's first teachers
3. Observe, document and assess to support young children and families
- a. Articulate the goals, benefits and uses of assessment
  - b. Know and use observation, documentation, assessment tools to identify strengths of children
  - c. Practice responsible assessment to promote positive outcomes for each child
  - d. Collaborate with colleagues and families
4. Use developmentally appropriate practices
- a. Discuss how positive relationships and supportive interactions serve as the foundation for working with young children
  - b. Know and use a broad repertoire of teaching and learning strategies and approaches
  - c. Reflect on personal practice to promote positive outcomes
5. Use content knowledge to build meaningful curriculum
- a. Explain content knowledge and resources in academic areas
  - b. Demonstrate knowledge of research and structure of each content area
  - c. Utilize the process of inquiry
  - d. Design, implement and evaluate appropriate curriculum reflecting early learning standards.
6. Become a professional
- a. Become involved with the early childhood field through professional and peer organizations
  - b. Articulate and uphold ethical standards and other early childhood professional guidelines
  - c. Engage in continuous, collaborative learning to inform practice
  - d. Integrate knowledgeable, reflective and critical perspectives on early education

- e. Engage in informed advocacy for young children and the early childhood profession

North Seattle currently has an extensive program review process that it will incorporate into its ECE BAS program evaluation. It is a two-year process that examines all aspects of the program.

The evaluation includes the following components:

- Total state and contract funded enrollments for the program
- Student FTE
- Faculty FTE
- Student/faculty ratio
- Student demographics including ethnicity, gender, age
- Course-level student success (Course Completion Rates)
- Program-level student success rates including retention, progression and completion rates across courses

Student learning will also be assessed for learning and competencies relating to the course outcomes, the program outcomes, and the college's Essential Learning Outcomes.

The college will continuously work with the ECE BAS Degree Advisory Committee to ensure that they are engaged and supportive of the program and represent a variety of early childhood education stakeholders. The Advisory Committee, in turn, will also assess the program based in part on the criteria stated above, but also on their own workforce needs and the needs of the early childhood education profession.

In addition, the program staff will monitor economic trends and labor market analysis to ensure that there are internship and employment opportunities for students in the ECE program and for the graduates. Program staff will track wages upon hiring and advancement opportunities of our graduates as well as on-the-job retention at six months and one year. A survey will be developed to gauge employer satisfaction with our graduates to see where we can improve our curriculum; a similar survey will be sent to our employed graduates to determine their satisfaction with the program.

ECE program staff and the District Institutional Effectiveness office will assess the impact of the ECE program on our current certificate and associate degree coursework in terms of quality, resources, and campus climate and culture.

Finally, program staff as well as Seattle District BAS staff will measure the cost effectiveness of the program on an annual basis.



## Admissions Criteria and Prerequisites:

- Applicants must have an applied associate’s degree in Early Childhood Education or a related field (or equivalent credits) from a regionally accredited institution.
- Applicants with a non-ECE Associate Degree will be accepted if they have taken the following courses, or equivalent: **EDUC& 115**- Child Development, **ECED& 115** Health, Safety and Nutrition, **EDUC& 130** Guiding Behavior, **ECED& 170** Environments, **ECED& 160** Curriculum Development, **EDUC& 130** Child, Family Community.
- In addition, applicants must have a cumulative grade point average of at least 2.5.
- General Education (at least 30 credits recommended), including **ENGL& 101** English Composition.

## Course Titles and Program Planning Sheet

### Pathway options:

Early Childhood Education BAS Degree Pathway						
Option 1			Option 2			
<b>ECE AAS-T Degree</b>	Degree Requirements	59	<b>ECE AAS Degree</b>	Degree Requirements	56	
	Electives	1-3		Electives	14	
	General Ed	<u>30</u>		General Ed	20	
		90-92	<b>General Ed Bridge</b>	General Ed	<u>10</u>	
					100	
<b>ECE BAS Degree Upper Division Program</b>				Degree Requirements	60	
				General Ed	30	
<b>Total Credits for BAS Degree</b>				Degree Reqs.	116-119	
				General Ed	60	
				<u>Electives</u>	<u>1-14</u>	
					<b>Total (Options 1 or 2)</b>	180-190

### Full-Time Schedule:

Fall, year 1	Winter, year 1	Spring, year 1
Introduction to Information (2) <b>INFO 101</b>	Linguistically Diverse Learners (5) <b>ECE 430</b>	Practicum: Interactions(5) <b>ECE 350</b>
Early Childhood Education Approaches and History (4) <b>ECE 305</b>		Anti-Bias education (3) <b>ECE 355</b>
Cognition, Math and Science (5) <b>ECE 310</b>	Language, literacy and communication (5) <b>ECE 315</b>	Creative Expression (3) <b>ECE 320</b>
5 cr. General education	5 cr. General Education	5 cr. General education

Fall, year 2	Winter, year 2	Spring, year 2
Partnership and Collaboration in Early Care and Education (3) <b>ECE 405</b>	Social and Emotional Foundations (5) <b>ECE 420</b>	Capstone (5) <b>ECE 490</b>
Inclusive Early Childhood Education (4) <b>ECE 410</b>	Child development and Assessment (5) <b>ECE 450</b>	Leadership and Professional Community (5) <b>ECE 480</b>
Children and media (3) <b>ECE 415</b>		
5 cr. General education	5 cr. General education	5 cr. General education

Please note that the first program cohort will begin in winter quarter 2016 and continue through summer quarter. This cohort, and all subsequent year one cohorts, will then begin each academic year in the fall.

### Course overviews:

#### **Early Childhood Education Approaches and History (4): ECE 305**

Students will synthesize changes in early care and education over time; including the social, political and societal trends behind them. Using a historical approach, students will analyze key influences in the history of the field of early care and education, and reflect upon the diversity embedded in this field. Additionally, students will observe and differentiate between models of early care and education. Students will incorporate these ideas into the development of their own teaching philosophy and recognize its importance to practice.

#### **Cognition, Math and Science (5 credits): ECE 310**

Students will demonstrate developmentally appropriate instruction of key content in early education, including science, math and reasoning. Students will apply learning theory to their instruction, and design strategies to teach math and science content based on the understanding of cognition.

#### **Introduction to Information (2): INFO 101**

Students will develop critical thinking skills in the research process, and examine strategies for locating and using information resources. This course emphasizes proficiency using electronic resources and other research tools and retrieval techniques. Explores information policy issues such as copyright, censorship and freedom of information.

#### **Linguistically Diverse Learners (5 credits): ECE 430**

Students will compare the benefits and logistics of monolingual and multilingual programs for children, families and communities. Students will apply principles of language development and learning theory to modify instruction for students who are multilingual. The class will design

multilingual activities and materials to promote family and community involvement. Students will develop plans to integrate languages into multilingual programs as appropriate.

**Language, Literacy and Communication (5 credits): ECE 315**

Students will distinguish between different modalities pertaining to understanding literacy and the young child. Students will apply understanding of the processes through which children communicate by designing and demonstrating strategies to support them. Students will analyze emerging research on literacy and young children, and develop instructional strategies that reflect current best practices.

**Creative Expression (3 credits) ECE 320**

Students will analyze the meaning of creativity using music, art, movement, and imaginative play to promote development across domains (physical, cognitive, social-emotional). Students will examine different approaches to creativity, design curriculum incorporating creativity and demonstrate developmentally appropriate practices supporting creativity in the classroom.

**Practicum: Interactions (5): ECE 350**

Students will identify, discuss and apply best practices in teacher-child interactions. Students will improve instruction through reflection on their interactions with children. Students will use a coaching platform to receive feedback on their work from peers and instructors. Students will observe and critique interactions in a minimum of two programs serving different age groups.

**Anti-Bias Education (3): ECE 355**

Students will deconstruct their own biases and reflect on biases present in the communities of practice and the system in which our children live. Students will apply the principles of anti-bias education to their instruction, and receive peer and instructor coaching to improve their responsiveness to cultural, linguistic and ability diversity. Students will discuss how embedded bias can impact identity development and formulate strategies to counter structural bias.

**Partnership and Collaboration in Early Care and Education (3): ECE 405**

Students will examine the impact of the ecological theory on early learning environments. Students will integrate family and community into the early learning program and demonstrate cultural competence. Students will generate ideas for collaboration with family and communities to support child development, and apply them to their practice.

**Inclusive Early Childhood Education (4): ECE 410**

Students will observe and differentiate between models of inclusion in early learning settings, across age groups. Students will develop strategies for providing appropriate education to a variety of learners, including children with special needs, dual language learners, and children undergoing adverse childhood experiences. In the course, students will apply principles of

inclusive early care and education to an environment in compliance with state law and district/program policy.

### **Children and Media (3 credits) ECE 415**

Students will critically evaluate various perspectives on using electronic media (computers, tablets, television, etc.) in early childhood programs. Students will analyze and interpret current research and recommendations, and formulate a policy on classroom use. Appropriate use of classroom technology will be explained and practiced. Students will develop strategies for communicating with families regarding the use of electronic media.

### **Social and Emotional Foundations of Early Learning (5): ECE 420**

Students will examine the dimensions of social and emotional development in children birth-8, and analyze the relationship between social and emotional development and behavior. Students will construct strategies to support social and emotional development and demonstrate competency in teaching practice that promotes positive behavior and social and emotional development.

### **Child Development and Assessment (5): ECE 450**

Students will examine child development holistically and across physical, cognitive social and emotional domains. The importance of play in child development will be argued. Students will also discuss the importance of planning and preparing an effective system of ongoing assessment to support child development. Students will learn how to use assessment information to adjust their teaching and promote child development. Students will become familiar with screening tools and the process for identifying children for early intervention referrals.

### **Leadership and Professional Community (5): ECE 480**

Students will examine the professionalization of the early care and education field. The class will identify professional organizations in early care and education and their role in the community, and create a paper, research brief, presentation or other recourse to contribute to a journal, conference or workshop.

### **Capstone (5): ECE 490**

Students will use an inquiry approach to research, design and implement significant change in an educational setting. Students will also reflect upon their coursework, research and teaching and produce a culminating document that will include a revised teaching philosophy.

### **BAS General Education Requirements (for a total of 60 general education courses)**

QSR Requirement (College level math at 100 or higher)	5
Communication (ENGL& 101 and ENGL& 102 or &235)	10
Natural World	10 (at least one lab class)

Visual/ Literary Performing Arts	15
Individual, Cultures and Societies	20

**Recommended BAS General Education Courses:**

Visual/Literary Performing Arts : HUM 105: Intercultural communications, cultural anthropology, ANTH 106: American mosaic, Children’s literature, music, speech.

Natural world (one class must be a lab class) : Anatomy and physiology, nutrition, biology, physical geography.

Individuals, Cultures and Societies: ANTH& 130: world cultures, ANTH& 206: Cultural Anthropology, ISP 101: Global Society

This curriculum is demanding especially for those who are holding down full or part-time jobs. Every effort will be made to insure that the students have sufficient help available through tutoring and the early alert system that we are using for our associate degree students. In addition, the college will ensure that once a student is admitted the advising is comprehensive and all the student success resources are made available to the students. See Section 4 for more details on student support services.

**Applied Learning Opportunities**

This degree includes significant applied learning opportunities. The practicum and capstone are designed to ensure real world, practical applications of the concepts and tools learned.

The program also incorporates an embedded practicum through a coaching platform in which students upload video of themselves teaching for peer and instructor feedback. This takes place at the student’s place of employment, or if the student is not currently working at an early childhood setting, at an internship site.

**Credit for Prior Learning**

North Seattle Community College will encourage BAS students to apply for Prior Learning Assessment credits if their previous coursework, training, work experience, or military service warrants. Ideally, prior learning assessment would be done at the onset of their associate degree but if this hasn’t been done it should be explored with their BAS advisor and then the faculty coordinator upon admittance to the program. The college recognizes the importance and relevance of prior leaning assessment and has made strides in making this easily accessible for students.

- North follows the recommendations made by the American Council on Education when evaluating military training and education records. The college’s Veteran’s Center will help active and veteran military personnel contact appropriate faculty to work with.
- Students may test out of specified courses by taking the final examination. This Credit-by-Exam method is widely used.

- Students may receive credit through the Prior Experiential Learning Portfolio (PELP) program. This method is appropriate for persons who have acquired knowledge and skills in ways that are not covered by “traditional” tests and transcripts. The college has made a special effort to assure that this process is publicized to students. While the review process for PELP is extensive, students will find faculty very helpful in completing the portfolio.

## **Essential Learning Outcomes (ELOs)**

In addition to the Program Outcomes above ECE students will achieve the same four Essential Learning Outcomes that North Seattle fosters in all its students:

*Knowledge* – Methodologies, facts, theories, and perspectives within and across disciplines.

*Intellectual and Practical Skills*, including critical thinking and problem solving, communication and self-expression, quantitative reasoning, information literacy, technological proficiency, collaboration: group and team work.

*Personal and Social Responsibility*, including civic engagement: local, global, and environmental, intercultural knowledge and competence, ethical awareness and personal integrity, lifelong learning and personal well-being.

*Integrative and Applied Learning* – synthesis and application of knowledge, skills, and responsibilities to new settings and problems.

The ELO’s are embedded in the upper-division courses that are part of the ECE degree.

## **2. Qualified faculty**

The program planners analyzed the faculty and staff needs of the program as well as their educational and professional qualifications. The number of instructors needed is based on the number of students to be enrolled and the number of courses offered per quarter during the school year. The college projects that there will be seven 300-level courses offered the first year, and seven 400-level courses offered the second year.

We have hired one full time faculty member for the first year after a competitive search. Dr. Samantha Dolan has completed her PhD in Education from the University of Washington, with a dissertation focusing on infant and toddler environments. Dr. Dolan has worked as a para educator, behavioral technician and program coordinator in early learning programs as well as leading a Head Start professional development workgroup for several years. She has taught upper division education courses at the University of Washington, and has been teaching in and coordinating the Early Childhood Education program at North Seattle College for over a year.

She has been involved in the development of this degree and the curriculum. Dr. Dolan will teach all of the first year courses, and several of the second year courses.

We anticipate hiring only one full time instructor initially, and using existing or new part time faculty to teach remaining courses beginning in year two. Part time faculty hires will have a minimum of three years of work in a classroom setting with children and families. A preferred but not required qualification is prior college teaching experience. While faculty with a doctoral degree in education will be preferred, a candidate with a masters and extensive experience teaching and in the early childhood classroom may be equally qualified given the nature of North’s applied curriculum. Every effort will be made to find the most qualified candidate who has the credentials, classroom experience, and work experience to be effective.

The program will also utilize the experience of North’s and the District’s existing faculty who have earned advanced degrees and have college teaching experience at the four-year level.

Existing NSC ECE faculty with graduate degrees, college teaching experience, and subject matter expertise include:

**NSC Early Childhood Education Faculty**

Name	Degree	Years of Instruction	Subject Expertise	Potential teaching assignment in BAS
<b>Noris Daniel</b>	MEd	23	Child Development, Administration	Child Development and Assessment; Partnership and Collaboration in Early Care and Education;
<b>Jennifer Karshna</b>	MEd	10	Exceptional Children, Art and movement	Inclusive Early Childhood Education; Creative Expression
<b>Samantha Dolan</b>	PhD	4	Child Development, Cognitive development	Anti-Bias education; Early Childhood Approaches and History; Practicum: Interactions; Cognition, Math and Science; Linguistically Diverse Learners; Capstone
<b>Vivian Biesiedenski</b>	MEd	4	Environments	Children and Media,
<b>Cynthia Vanloo-Davis</b>	MEd	3	Behavior, Teacher development	Leadership and Professional Community; Social and Emotional Foundations

Selected faculty will be a part of the advisory committees, curriculum development committees, and faculty recruitment committees as well as participate in team-teaching activities and guest lectures.

The General Education requirements will be taught by North’s current faculty who possess Master’s degrees and, in many cases, doctorates.

Funds will be made available for faculty to further increase their pedagogical skills in order to deliver curriculum that compels and reinforces student engagement. The Seattle District is in an advantageous position with North Seattle, Seattle Central, and South Seattle also offering BAS degrees in other fields: moreover, there exists a critical mass of faculty within the district who can meet on a periodic basis to share successes and challenges.

All faculty teaching the professional-technical courses will meet the certification requirements proscribed under the Washington Administrative Code.

North Seattle and the Seattle District are deeply committed to hiring diverse faculty. The college participates in national recruiting fairs specifically for faculty of color and advertises with higher education journals that focus on diversity hiring. Selected administrators and faculty from North have been trained at Oregon State University in OSU's recruitment and retention of diverse faculty program, called Search Advocacy. North plans to apply the principles learned at the training to its hiring practices.

### **3. Selective admissions process, consistent with an open door institution**

Students will go through an application process with clearly-defined minimum qualifications and prerequisites. Students will be expected to have completed an AAS, ATA, AAS-T, AAAS, or AB degree with a minimum 2.5 cumulative GPA. Students with post-secondary academic and practical ECE experience will be given priority for admission in the application review process. The applications will be reviewed and scored by a team of faculty, staff and advisors who know the program. A draft application has been completed and criteria have been set by a subcommittee of the BAS Implementation Team (see Appendix 2). Cohorts are expected to have 20 students and start each winter for the first year, then increase to up to 25, with a maximum of 30. The students will attend an orientation, and have a Student Handbook that outlines procedures, expectations, and requirements for continuation in good standing in the program.

In the event that there are more applicants who meet all of the qualifications than there are slots available and it is not feasible to set up additional classes, the college will admit students based on rank order of GPA and relevant work experience. A wait list will be formed for the remaining qualified candidates.

This process will be evaluated every year. Key factors relevant to evaluating the process include student diversity, student retention, and academic achievement.

See Appendix 3 for the admission scoring matrix.



Every effort will be made to ensure that the program will serve a diverse population. North Seattle College and the Seattle Colleges are in an excellent position to ensure diversity. The District enrolls about 47,000 students and is second only to the University of Washington in student population in Washington State. It is a very diverse district, with North Seattle enrolling 32 percent students of color out of a total of 6,100 state-funded students in fall 2014 (our state-funded students do not include international students, as they are contract-funded). Fifty-one percent of the Seattle District's state-funded students are students of color. Moreover, this diversity will strengthen the Early Childhood Education program as it develops.

North Seattle is also in a unique position to recruit diverse and low-income students because of the Opportunity Center for Employment and Education located on North's campus. About 4,000 people come to the OCE&E monthly to seek services from DSHS, Employment Security, King County WorkSource, and the college's Workforce Education Offices. Because staff of all the agencies have been cross-trained, those seeking advanced education will be referred to the college's BAS offices.

#### **4. Appropriate student services plan**

The North Seattle College Student Development Services (SDS) unit is in a very strong position to accommodate the changes that will occur with the new ECE degree. Program staff are currently working on policies and procedures to prepare for the students who are pursuing the new degree. This is happening in the midst of major changes to the SDS area based on the statewide emphasis on student persistence and completion through the Student Achievement Initiative. North is in its third year of offering more services than ever to ensure that students will be successful in meeting their academic and career goals including a much greater concentration on up-front advising and academic counseling. The new ECE students will be able to take advantage of this more focused effort as well as build on the advising and retention strategies being used in our International Business and Application Development BAS programs.

The college plans to hire a part-time advisor to work with the ECE BAS students exclusively to provide support services. In order to support student retention and completion, the advisor will take on a navigator role in their comprehensive advising regarding credential evaluations, scheduling, financial aid, academic support options, career development, and other student services needs that may occur. Given the low advisor to student ratio, the advisor will take a proactive, high touch approach to advising students. Problems will be addressed as they emerge, with students needs and concerns will be individually attended to, an approach sometimes referred to as "intrusive" advising.

The advisor will complement the Student Development Services departments that are already functioning at a high level. In addition, the advisor and SDS staff will adapt the BAS Student

Handbook that has been developed for the BAS programs at North and South Seattle. North can draw on its two years’ experience running BAS programs and the many years of BAS experience at South and Central to provide the very best in student support. The ECE handbook will include the following:

- Information about college including the goals and student learning outcomes of both the college and ECE program specifically
- Procedures for getting started – admissions, advising, registration, financial aid, etc., as well as for finishing – graduation requirements.
- Program policies – leave of absence, satisfactory progress, etc.
- Course of study information – curriculum map, internships
- Student services – veteran’s services, bookstore, disability support, etc.
- Academic help – Student Learning Center (tutoring), library, computer labs, etc.

The college expects that most ECE students will be eligible for and will want access to financial aid. North Seattle has a full-time dedicated financial aid specialist who works with BAS students. The Student Financial Aid Office will dedicate roughly one-quarter of this staff member's time to work exclusively with the ECE BAS students. This staff member will specifically be assigned to help students navigate Veterans Administration requirements, process FAFSA paperwork in a timely manner, and assist students in completing scholarship applications offered both internally and externally. Based on our experience with BAS programs, this is an essential position, especially for this program where we anticipate that most students will need financial aid. North’s SFA Office will secure approval to offer third- and fourth-year funding from the Department of Education upon approval to offer the degree so that students can be assured of their reward in the spring.

The SFA office will also assist students in accessing third party resources including those available from the City of Seattle and the Washington Department of Early Learning. Third party resources include:

- **The Seattle Preschool Program** has established a budget of \$1.2 million to cover the full cost of tuition for Seattle Preschool Program lead and assistant teachers to complete their education over the next five years.

**Seattle Preschool Program Professional Development Investment Plan<sup>2</sup>**

	<b>CY 2015</b>	<b>CY 2016</b>	<b>CY 2017</b>	<b>CY 2018</b>	<b>CY 2019</b>	<b>Total</b>
Educators	\$69,945	\$235,930	\$305,401	\$340,069	\$226,861	<b>\$1,178,206</b>

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<sup>2</sup> Budget figures provided in August 2015 by Erica Johnson, Senior Policy Advisor for Early Learning, Seattle Department of Early Learning.

- **Childcare Aware (CCA) of Washington** offers a Bachelor Degree Completion Scholarship covering up to \$6,000 in tuition and fees, \$1000 for books, \$100 travel stipend and \$11/hour up to 3 hours weekly release time, and \$300 bonus upon scholarship completion of contract. In previous years, all qualified applicants were awarded the scholarship. In 2014-15, 40 scholarships were awarded, 20 in 2013-14, and 13 in 2012-13. CCA states that the bachelor's-level scholarships are an increasing priority. Until a final contract and budget from the Washington Department of Early Learning is in place, it is uncertain how many scholarship awards will be available in the coming year.
- **Washington State's Head Start** programs offer tuition assistance to qualifying teachers. Details and scope of the program are forthcoming.

To ensure that all resources are maximized, North's ECE BAS Program Manager will work to seek out third party resources and to connect eligible students with these forms of funding, and also to support the relationship between funding agencies and North's office of Student Financial Aid.

Another important resource for ECE students is the Opportunity Center for Employment and Education on the North campus. As mentioned earlier, this "one stop" center houses the college's Workforce Education offices, the Employment Security/WorkSource offices that can help with additional funding and job search assistance, DSHS offices that can help basic needs such as SNAP benefits (food stamps), cash assistance, medical benefits, as well as twenty community-based organizations that can provide a variety of support to help students with retention and completion efforts.

The college will be hiring an additional half-time internship coordinator for ECE students. As has been mentioned in the curriculum section, the internship coordinator will be a key support person in working with faculty to set up the internships and matching student interests with employer needs.

While meaningful upfront advising and orientation are keys to student success, ECE faculty and student support staff will focus on retention as well. Faculty will let the advisor know of students who are experiencing difficulty during the program. The staff will make use of the Academic Early Warning system we use with associate degree students. In the first year, faculty mentors will be set up for students and as the program matures second year students will act as mentors for first year students who request additional support. As mentioned earlier, Prior Learning Assessment (PLA) will be used extensively in the program. This is a proven tool for retention. The Council on Adult and Experiential Learning (CAEL) has found that a student who receives PLA credit from his/her four year college is 2.5 times more likely to complete than a

student who does not. (The research showed that students from two-year colleges were twice as likely to complete if they receive PLA credit.)

The ECE degree will have a very positive impact on the student body at North and the District by providing a much greater opportunity for students to successfully transfer to a four-year program. In addition, these students will serve as role models for other students who are not in the program but may aspire to continue their education. North and the District will now be able to offer a significant career and educational ladder from AAS-T to BAS at a convenient location and low cost.

## **5. Commitment to build and sustain a high quality program**

At the advice of the ECE BAS Advisory Committee and in order to support the City of Seattle's *Seattle Preschool* Program, an accelerated schedule for program development has been established. The planning and recruitment period has been reduced from the customary 12 months to just six months. The first cohort of 20 or more students will begin in January 2016 and proceed through summer without a break until completing the program in the spring of 2017.

To accommodate the rushed schedule, North Seattle College has set aside funding in 2015-2016 of \$231,114 for year 0/1. After allowing for tuition revenues in winter and spring quarter, the net expenditures in year 0/1 will total about \$146,000.

The program will roughly break even beginning year 3 and thereafter. The recurring revenue sources in future years' operations will be funds collected from student tuition. The mandated decline in tuition revenues by 5% of 2014-15 levels in 2015-16 and 20% in 2016-17 has been factored into the revenue estimate. Based on past experience, the mix of upper- and lower-division courses in the students' schedules, prior learning credit, and the students' residency status, we can expect average annual upper division tuition revenues of \$6,400 per student over a three quarter annual schedule in 2015-16 and \$5,500 in 2016-17. After that, the assumption is that revenues increase 3% per year due to tuition increases, which are capped by law.

The Seattle District has demonstrated the capacity and resources to build and sustain quality baccalaureate programs of study. This will be North Seattle's third BAS degree and the ninth BAS degree for the District. This record of accomplishment demonstrates that the college will ensure that adequate financial and human resources are available to make the program a success. The financial plan for the ECE program proposal is provided below, including projections of all the costs, expenditures, and revenue streams to support the proposal.

Moreover, the proposed budget is sufficient to fund the necessary activities to build and sustain an outstanding program that will meet or exceed accreditation standards.

North Seattle projects the expenses to be \$115,353 for the six-month planning period and \$115,761 for the first six months of program implementation. Year 2 includes instruction in the summer quarter for the first cohort and start-up of the second cohort in the fall of 2016, with a total of \$325,648 in expenses. Costs level off in the following years as we move to a consistent three-quarter/two cohort schedule at \$283,248 in annual expenses.

North Seattle College will cover the start-up costs of the program with an initial \$231,000 investment to cover year 0/1 expenses. About \$90,000 of that initial investment will be recovered in the first six months of program operations. Beginning in Year 2, subsequent expenses will be covered by projected program revenue. Once “steady state” operations are achieved in Year 3, the program will take in nearly \$300,000 in annual tuition revenue, covering planned program expenditures.

## Proposed Budget for Early Childhood Education BAS Degree

Staff	Expenses					
	July-Dec 2015	Jan-Jun 2016	Year 0/1	Year 2	Year 3	Year 4
PT - Faculty			\$ -	\$ 48,000	\$ 18,000	\$ 18,000
FT Lead Faculty (\$56k)		\$ 37,333	\$ 37,333	\$ 56,000	\$ 56,000	\$ 56,000
FT Faculty Curriculum Dev	\$ 18,667	\$ 1,500	\$ 20,167	\$ 3,000	\$ 3,000	\$ 3,000
Credential eval/st support (0.25)	\$ 4,000	\$ 4,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Library (\$950/quarter for PT backfill)		\$ 1,900	\$ 1,900	\$ 3,800	\$ 3,800	\$ 3,800
Program Manager (55k)	\$ 27,500	\$ 27,500	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000
Internship Coordinator (.5)			\$ -	\$ 24,000	\$ 24,000	\$ 24,000
Financial Aide Assistant (0.25)	\$ 6,500	\$ 6,500	\$ 13,000	\$ 13,000	\$ 13,000	\$ 13,000
Contracted Services	\$ 2,000	\$ 2,000	\$ 4,000			
<b>Subtotal</b>	\$ 58,667	\$ 80,733	\$ 139,400	\$ 210,800	\$ 180,800	\$ 180,800
Benefits@31%	\$ 18,187	\$ 25,027	\$ 43,214	\$ 65,348	\$ 56,048	\$ 56,048
<b>Total</b>	\$ 76,853	\$ 105,761	\$ 182,614	\$ 276,148	\$ 236,848	\$ 236,848

Item	July-Dec 2015	Jan-Jun 2016	Year 0/1	Year 2	Year 3	Year 4
Goods & Services	\$ 1,500	\$ 1,500	\$ 3,000	\$ 4,000	\$ 3,000	\$ 3,000
Travel (Professional Development)	\$ 3,500	\$ 3,500	\$ 7,000	\$ 9,000	\$ 7,000	\$ 7,000
Equipment		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Marketing	\$ 4,000	\$ 3,000	\$ 7,000	\$ 5,000	\$ 5,000	\$ 5,000
Software	\$ 4,500		\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
Library Materials	\$ 25,000		\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
<b>Totals</b>	\$ 38,500	\$ 10,000	\$ 48,500	\$ 49,500	\$ 46,500	\$ 46,500

<b>Grand Totals</b>	\$ 115,353	\$ 115,761	\$ 231,114	\$ 325,648	\$ 283,348	\$ 283,348
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Item	Revenues		Revenues			
	July-Dec 2015	Jan-Jun 2016	Year 0/1	Year 2	Year 3	Year 4
Projected revenue @ \$6,400 for 2015-16, \$5,500 for 2016-17 and beyond*	\$ -	\$ 85,318	\$ 85,318	\$ 289,542	\$ 282,544	\$ 291,020
<b>Totals</b>	\$ -	\$ 85,318	\$ 85,318	\$ 289,542	\$ 282,544	\$ 291,020

### Enrollments: 20, 45, 50, 50

Difference	\$ (115,353)	\$ (30,443)	\$ (145,796)	\$ (36,106)	\$ (804)	\$ 7,672
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Note: Budget assumes that the Lead Faculty member teaches two 5-credit classes and does all curriculum development. This faculty member would begin teaching three classes in Year 3. Year 2 includes summer quarter expenses and revenues.

\* Revenue is based on experience and consider that some students come with prior learning credits/experience. They also reflect the legislated reduction in tuition revenue for BAS programs. Assumes 3% tuition increases in Years 3 and 4.

1. \$18,667 plus benefits will be allocated to faculty for curriculum development, attendance at advisory committee meetings, etc. during the planning period.
2. Personnel for instruction include salary and benefits full-time faculty/coordinator in Year 1 of operation. Stipends for curriculum development and advisory committee coordination are included in this budget. Part-time instructors will be utilized beginning in summer 2016. Once initial curriculum development is completed by the end of year 2, the full-time faculty member will begin teaching three courses and the remaining courses will be taught by part-time faculty. It is expected that students will complete many of their general education requirements by enrolling in existing courses.
3. An ECE research and information class will be taught to first-year students that will involve library faculty. Funding is included for backfilling library staff time to enable this collaboration. The current ECE librarian will facilitate materials selection and acquisition associated with expansion of the library to support the baccalaureate degree as well work directly with the BAS students.
4. The college will hire a program manager to manage the program, advise the students, coordinate marketing, outreach and program application and enrollment. This person has already been hired in anticipation of program approval.
5. The part-time (.5) Internship coordinator will be hired in Year 2.
6. A part-time (.25) Financial Aid assistant will be dedicated to the BAS students in Year 0/1 and will continue on an ongoing basis. This will support a dedicated staffer who will work exclusively with BAS students in all three of North's programs.
7. Benefits are calculated at 31%.
8. Goods and services include desk supplies, and teaching and learning materials for the program.
9. Travel includes registration, hotel and travel expenses to conferences for faculty/staff professional development and local travel for the program manager.
10. Equipment includes the cost of computers and other instructional resources.
11. Marketing and outreach costs include brochures, college fairs, etc.
12. Software includes purchasing and licensure for needed software resources related to ECE instruction and program operations.
13. Library materials include the acquisition of databases (ERIC, Education: SAGE journals, Children's Literature Comprehensive database), shared databases (Education: Fulltext and Education: Source), and magazines and other trade publications to support the increased emphasis on research.

Revenues
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14. The college forecasts ongoing enrollment at 25 students per year for a total of 50 students in the program beginning in year 3, with ramp-up in prior years. A few students will inevitably drop out, additional students may enroll in winter and spring quarters to make up vacancies. For accuracy, however, the actual tuition

collection in the budget is based on actual BAS experience at North Seattle College taking into account typical student course-taking patterns. As mentioned above, the revenue projections take into account recently mandated reductions in tuition for upper division courses.

15. In addition to the one time allocations in Years 1 and 2 from college resources, ECE program staff will work with the North Seattle Education fund (Development Office) and the college foundation to raise additional funds for both scholarships and operations. As mentioned above, there are several opportunities for students to secure third party support for their tuition expenses.

The college realizes that with any new endeavor there may be start-up problems. If enrollment does not reach the enrollment targets listed here, or the attrition rate is higher than we anticipate, the college will underwrite the program until such time that the enrollment and retention have reached satisfactory numbers.

## **6. Program-specific accreditation**

The college will be submitting *The Prospectus for Substantive Change* to the Northwest Commission on Colleges and Universities in August of this year. Former NSC President Mitsui received a letter from the commission dated November 26, 2012 granting *candidacy status* at the baccalaureate level and NSC was approved to begin enrolling students in our International Business program. We are expecting similar - "approval" for this degree once the substantive change process is completed.

One of the first tasks for the advisory committee is to help guide a path toward achieving program accreditation from the [National Association for the Education of Young Children/Council for the Accreditation of Educator Preparation \(NAEYC/CAEP\)](#). Currently there are just 256 ECE baccalaureate programs in the U.S. that have achieved this program accreditation. Obviously, program accreditation is not something that can be pursued in the start-up phase of the program. But program operations and curriculum can and will be developed with NAEYC/CAEP accreditation standards in mind. The NAEYC program standards were used to develop the BAS program outcomes and the curriculum scope and sequence, with program accreditation in mind. Once the ECE BAS program has achieved "steady-state" operations in Year 3 and the initial curriculum development process is completed, the program can begin the initial review process in preparation for program accreditation.

## **7. Pathway options beyond baccalaureate degree**

There are multiple potential pathways for students who have completed this BAS degree. These include graduate work in Child Development, Early Childhood Education,



Child and Family Studies, Elementary Education and Curriculum and Instruction. North Seattle College has met or spoken with a number of colleges and universities to identify suitable graduate programs for our graduates.

Seattle Pacific University, a local private university, offers a number of Master's programs in Education. Initial conversation over email identified 3 programs that would be a good fit for our students, including both teacher certification and non-certificate options. Further discussion outlined a partnership between North Seattle College and Seattle Pacific University that will lead to a Master's degree in teaching with a dual endorsement in P-3 and K-8 teaching. They offer both online and in person classes. The proposed partnership is outlined in a letter from SPU attached in the appendix.

The Erikson institute is a highly regarded graduate program for early childhood education. They offer an online MS in Early Childhood Education, and conservation with the admissions department indicates that this would be another good option for our place-bound students. At this point we are not able to form an articulation agreement, but they indicated that our BAS students would be competitive.

Western Washington University offers a post-baccalaureate teaching certification in elementary education, with the option of adding a special education endorsement. This program is located on the North Seattle Campus, and is receptive to forming a partnership. We are continuing our discussions and working towards an MOU. Currently we are working with the Dean of the Education College to add our Early Childhood BAS to the list of 4-year degrees accepted for entrance.

Admission requirements for M.Ed. programs at the University of Washington in Seattle require a Bachelor's degree, and our initial conversation with UW was promising. They do not distinguish between a BAS or BA for admissions, and because students would be beginning a new degree, transferring professional/technical credits will not be an issue.

## **8. External expert evaluation of the program**

External reviewers were sought from faculty, department heads and program coordinators of four-year Early Childhood Education programs. Two reviewers read the proposal and provided feedback on the quality of the program design through a rubric. The rubrics from the reviewers are found in Appendix 5, and the review findings are summarized below. The external reviewers were:

1. Dr. Susan Thompson, Professor of Early Childhood Education, University of Northern Colorado.

2. Claudette Lindquist, Assistant Professor of Early Childhood Studies, Heritage University.
3. Dr. Vidya Thirumurthy, Professor of Early Childhood Education, Pacific Lutheran University

The reviewers agree that the program proposal meets the needs of the local workforce as presented by our statement of need. Specifically, a significant number of baccalaureate-educated early childhood educators are needed in the near future, and limited and unclear pathways for many in the workforce to attain a Bachelor's degree in Early Childhood Education. The well-thought out design of this program will support the unique needs of the ECE workforce.

Specific comments were made regarding the curriculum. The out-of-state reviewer from the University of Northern Colorado had a question regarding the K-8 scope of the program. All students will observe and practice in early care and education environments for ages birth-3, 3-5 and 5-8, in alignment with the NAEYC standards for teacher preparation. Because this is not a teacher certification program, students will not need to have a specific number of hours with school-aged children. This is mentioned in the approach to instruction describing the curriculum.

Another comment suggests a course specifically on culturally and linguistic diverse (CLD) families. We will address working with parents, caregivers and other family members of CLD children in our Partnership and Collaboration in Early Care and Education course (ECE 405). We will address cultural competency in working with CLD families in the Anti-Bias course (ECE 355). We will address strategies for teaching children who are CLD in our Linguistically Diverse Learners course (ECE 430), as well as our Language, Literacy and Communication course (ECE 315). We believe that these courses will enable graduates to address the needs of CLD families, and having these topics present in multiple courses will reinforce the program's philosophy that cultural and linguistic diversity should be considered in all aspects of early care and education. The language describing these courses was modified to better reflect this emphasis.

One reviewer mentioned that the title of one course, Inclusive Early Care and Education, course might be misleading, as the description sounds much like a special education course. This course title was selected rather than Exceptional Children or Special Education because content will address supporting children with disabilities as well as dual language learners, children undergoing adverse childhood experiences, and other special needs in an inclusive classroom in accordance with best practices. We elected to retain the course title and made some minor changes to the description of the course.

It is also mentioned by two reviewers that the importance of play is not directly mentioned in any course description. This was added to the Child Development and Assessment (ECE 450) course description.

One reviewer commented on the preparatory content of the Teachers as Successful Students (ECE 300) course, and noted that it might repeat content in a lower division introductory course. This course was designed in recognition of the specific needs of the ECE workforce in King County, many of whom have not taken upper division courses at a college or university before. We anticipate that many of our students will be working full time, and anticipate that the course will support them in balancing the needs of full time academic program with their existing responsibilities on a personal and professional level. The University of Washington has a similar course in their online baccalaureate completion course, which they have found to be key to student retention and success of their students. The course description was altered to include a stronger description of the technology aspect of the course.

One reviewer did not feel that the titles of several courses reflect the rigor of the program. Specifically, the Cognition and General Knowledge (ECE 310) course sounded vague, and the program does not address Math and Science skills in any of the course titles. The title of the Cognition and General Knowledge course was changed to Cognition, Math and Science to better reflect the content of the course, and language was added to the course description to demonstrate rigor.

Overall, all reviews indicate that the program design is well thought-out and appropriate for a baccalaureate level program. Reviewers anticipate that this will be a successful program that meets the needs of the workforce and will improve child outcomes through highly informed and prepared teachers.

## **Appendices**

1. Seattle Colleges ECE BAS Advisory Board Members
2. Program Application
3. Application Scoring Matrix
4. Commitment Letters from Masters Programs
5. Applied Baccalaureate Program External Reviews

## Appendix 1: Seattle Colleges ECE BAS Advisory Board Members

### Early Childhood BAS Degree Advisory Committee Members

NAME	ORGANIZATION	POSITION
Sharon Rompanen	Bellevue College	ECE Coordinator
Ruth Brown	Casey's Learning Center	Executive Director
Kim Early	Child Care Resources	Early Learning Academy Coach
Hueiling Chan	Chinese Information and Service Center	Case Management Director
Erica Johnson	City of Seattle	Senior Policy Advisor for Early Learning
Regina J. Jones J.D.	City of Seattle Office of the Mayor	Executive on Loan
Susan Yang	Denise Louie Education Center	Executive Director
Caitlin Jensen	Department of Early Learning	Head Start Project Administrator
Juliet Morrison	Department of Early Learning	Assistant Director, Quality Practice & Professional Growth
Barbara Culler	Eastern Washington University at Bellevue College	Program Director, Children's Studies Program
Sandria Woods Pollard	ECEAP, City of Seattle Human Services	Former ECEAP program specialist (retired)
Connie Schatz	Edmonds Community College	Advisor, Early Childhood program
Michelle Barnes	Everett Community College	ECE Coordinator
Jodi Haavig	Gates Foundation	Early Learning Program Officer
Ellen Frede	Gates Foundation	Deputy Director of Early Learning
Sarah Weber	Gates Foundation	Early Learning Program Officer
Diana Holz	Green River Community College	ECE Coordinator
Jodi White	Highline College	ECE Coordinator
Shanti Connors	Lake Washington Institute of Technology	ECE Coordinator
Judy Witmer	Mercer Island Learning Lab	Preschool Teacher
Rachel Schulkin	Office of Education, City of Seattle	Community Outreach Manager
Krissy Kim	Pierce College	ECE Coordinator
Marianne Habersetzer	Prospect Enrichment School	Director
Barbara Culler	Renton Technical College	ECE Coordinator
Cashel Toner	Seattle Public Schools	Director of Early Learning
Betty Peace-Gladstone	Shoreline Community College	Program Advisor
Tasleem Qaasim	Shoreline Community College	Program Advisor
Johnny Otto	Small Faces Child Development Center	Director
Matthew O'Connor	South Shore K-8	Kindergarten Teacher
Erin Okuno	Southeast Seattle Education Coalition	Executive Director
Gail Joseph	University of Washington	Director, Early Childhood and Family Studies Program
Brenda Boyd	Washington State University	Associate Professor of Early Childhood
Sally Holloway	Whatcom Community College	Director, Early Childhood Education

## Appendix 2: Program Application



# 2016 APPLICATION PACKET – DRAFT



## Early Childhood Education

### Bachelor of Applied Science

This is an application for admission to the North Seattle College Early Childhood Education Bachelor of Applied Science program.

**Contact Name:** Anne Garrett

**Phone:** (206) 934-4587

**Fax:** (206) 934-3735

**Email:** [anne.garrett@seattlecolleges.edu](mailto:anne.garrett@seattlecolleges.edu)

**NORTH SEATTLE COLLEGE**

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*One of the Seattle Colleges, North Seattle College does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, gender, gender identity, sexual orientation, status as a veteran or disabled veteran, political affiliation or belief, citizenship/status as a lawfully admitted immigrant or disability.*

## APPLICATION CHECKLIST

Admission to the program is competitive. Meeting minimum requirements does not guarantee admission, as the number of qualified applicants may exceed the number of available enrollment spaces.

**BEFORE YOU BEGIN: Apply for a Student Identification (SID) Number** – If you have never attended North Seattle College. Go to <https://northseattle.edu/admissions/steps> and apply for admission to North Seattle College online. Once you apply to the College, you will be emailed an SID number to use on your BAS application form.

- Submit a completed application form for the Early Childhood Education Bachelor of Applied Science**  
**Note: Please make sure you have all elements to the application packet before sending to the HHS office.**
  
- A non-refundable payment of \$35.00\*** paid at the Cashier's Office. Complete the invoice (page 8) and bring it to the Cashier's Office with payment. You may request a credit card authorization form to submit if you are unable to pay in person on campus. Include paid invoice with application submission as proof of payment. *(This fee covers your application to NSC, transcript evaluation and your individualized program plan).* \*Please contact the Program Manager if you would like to apply for a waiver.
  
- Unofficial transcripts** from a regionally accredited college demonstrating completion of an Associate degree OR equivalent credits.
  - *Note: Upon acceptance you will need to provide sealed official transcripts, opened official transcripts will not be accepted. Students who have attended NSC, SSC, or SCC do not need to order official transcripts from Seattle District colleges.*
  - *Note: If you are submitting an international transcript, you must also submit an agency evaluation; for more information, visit:*  
<https://northseattle.edu/credentials/international-credits>
  
- A personal statement** describing the following in 400-600 words. *A sample is available on our website.*
  - Your personal and professional goals and how this degree relates to those goals
  - Any challenges or hardships you have overcome in pursuing your education or work goals
  - Any other special considerations you believe will make you a good candidate
  
- Résumé** describing your relevant work experience and skills. You may also use this as an opportunity to highlight any internship, work study, volunteering experiences, or other applicable activities in which you have participated. *A sample is available on our website.*

- **Review** the financial aid website at <http://northseattle.edu/financial> to get information about the application process and important deadlines. Financial aid applicants need to fill out the Free Application for Federal Student Aid (FAFSA) online at <http://www.fafsa.gov>. If you are a Washington State resident who is unable to complete the FAFSA due to citizenship requirements, you may need to complete the WASFA (<http://www.readysetgrad.org/wasfa>) rather than the FAFSA. Please contact the NSC financial aid office staff with questions. All students also need to submit a North Seattle College Data Sheet to the financial aid office for each academic year. *The quarterly application deadline for Winter 2016 is October 31, 2015.* All applicants must have a valid Student Aid Report (SAR) and a completed NSC Data Sheet on file to meet this deadline. If you have any questions please call the office at (206) 934-3688 or email at [nscfinancialaid@seattlecolleges.edu](mailto:nscfinancialaid@seattlecolleges.edu).

***We are now accepting State Employee Space-Based Tuition Waivers for Early Childhood Education (ECE) 300/400 level courses. Please contact the program manager for information regarding the tuition waiver and how to apply.***

**All application materials must be addressed to:**

**Early Childhood Education-BAS**

**Attn: Health & Human Services Division**

North Seattle College  
9600 College Way North, Seattle, WA 98103-3599

## **BACHELOR OF APPLIED SCIENCE EARLY CHILDHOOD EDUCATION APPLICATION FORM**



**IMPORTANT NOTES:**

- Please type or print legibly with a black or blue pen
- Enclose documentation (stamped invoice or other receipt) indicating completed payment of \$5.00 application fee (do not mail cash or checks).

**SECTION 1 - PERSONAL INFORMATION**

First Name		Middle Initial	Last Name	
Address, including apartment number			City	State
Zip Code				
Day Phone	Cell Phone		Evening Phone	
Date of Birth (mm/dd/yyyy)			Gender	
			<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	
E-mail Address			Previous Names	
			1. _____ 2. _____	
Do you have a Social Security Number (SSN)? If yes, list here:		Note: Your social security number is confidential and, under a federal law called the Family Educational Rights & Privacy Act, the college will protect it from unauthorized use and/or disclosure. In compliance with state/federal requirements, disclosure may be required for the purposes of state and federal financial aid, Hope/Lifetime Learning tax credits, academic transcripts, assessment or accountability research.		
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		Are you an International Student (here on a student visa)? Yes <input type="checkbox"/> No <input type="checkbox"/> Visa Type: _____		
		Have you been granted Deferred Action for Childhood Arrivals (DACA)? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Student Identification Number (SID)		If you do not already have an SID number, go to <a href="https://northseattle.edu/admissions/steps">https://northseattle.edu/admissions/steps</a> and apply online. Once you finish the online application, you will be given an SID number.		
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**SECTION 2 – COLLEGE ENROLLMENT HISTORY, COURSE PLANS, WORK EXPERIENCE**

Year and quarter you plan to start: QUARTER:      YEAR:		Are you the first generation in your family to attend college?  <input type="checkbox"/> Yes <input type="checkbox"/> No		
College, vocational, or technical school attended/Degree in Progress	City, State, Country	Years attended (YY)	Did you graduate/or will graduate?	
		From:      To:	<input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No, Month/Year	
College, vocational, or technical school attended	City, State, Country	Years attended (YY)	Did you graduate?  <input type="checkbox"/> Yes, Year _____	

		From:      To:	<input type="checkbox"/> No
College, vocational, or technical school attended	City, State, Country	Years attended (YY)  From:      To:	Did you graduate?  <input type="checkbox"/> Yes, Year _____  <input type="checkbox"/> No

**List any additional colleges and vocational/technical schools on a separate sheet of paper and attach. Please have official transcripts sent to NSC as directed in the application checklist.**

<b>Current degree(s) held, certification(s), and <i>briefly</i> list work experience</b>		
<b>List any additional degrees, certificates, or positions on a separate sheet of paper and attach.</b>		
<i>Degree / Certificate / Position</i>	<i>Granting institution or organization / Place of employment</i>	<i>Date degree or certificate received/ Dates of employment</i>

**NORTH SEATTLE COLLEGE**

**SECTION 3 - RESIDENCY INFORMATION**

**Please read this notice before responding to the questions in this section:**

Effective July 1, 2003, Washington State law changed the definition of "resident student." The law makes certain students, who are not permanent residents or citizens of the United States, eligible for resident student status - and eligible to pay resident tuition rates - when they attend public colleges and universities in this state. *The law does not make these students eligible to receive need-based state or federal financial aid.* To qualify for resident tuition, students must complete an affidavit/declaration/certification if they are not currently a permanent resident or citizen of the United States but intend to apply and have met one of the following conditions:

**Condition One:** (a.) Resided in Washington State for three years immediately prior to receiving a high school diploma, and (b.) Completed the full senior year at a Washington high school, and (c.) Continuously resided in the state since earning the high school diploma.

**Condition Two:** (a.) Completed the equivalent of a high school diploma, and (b.) Resided in Washington State for the three years immediately before receiving the equivalent of the diploma, and (c.) Continuously resided in the State since earning the equivalent of a high school diploma.

**NOTE: If you meet one of the above conditions and would like to pay resident tuition rates, contact the office of Admissions, Records, Registration, and Credentials (ARRC) at (206) 934-3663 and request a copy of the HB 1079 residency affidavit.**

**Residency Questions for Tuition Purposes:**

<p>1. Have you lived continuously in the State of Washington for the past 12 months?      <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>If no, how long have you lived continuously in the state of Washington?</p> <p>_____ months</p>	<p>2. Were you claimed for federal income tax purposes by your mother, father, or your legal guardian in the current calendar year?      <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>In the past calendar year?      <input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>If <b>YES</b>, has your parent or legal guardian lived continuously in the Washington State for the past 12 months?      <input type="checkbox"/></p> <p>Yes      <input type="checkbox"/> No</p>
<p>3. Will a public or private non-federal agency/institution outside the state of Washington provide you with financial assistance to attend college?</p> <p>(answer yes only if your eligibility for this assistance is based on being a resident of that state)</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No</p>	<p>4. Are you active duty military stationed in Washington or an active member of the Washington National Guard?      <input type="checkbox"/></p> <p>Yes      <input type="checkbox"/> No</p> <p>Are you the spouse or dependent of either (a) an active duty military person stationed in Washington, or (b) an active member of the Washington National Guard?</p> <p><input type="checkbox"/> Yes (<b>COPY OF ORDERS TO WASHINGTON &amp; MILITARY ID REQUIRED</b>)</p> <p><input type="checkbox"/> No</p>

**SECTION 4 – RACE/ETHNICITY INFORMATION**

Providing this information is voluntary

<p>1. Which race or ethnicity do you consider yourself to be? Check all that apply:</p> <p><input type="checkbox"/> African American (872)                      <input type="checkbox"/> Alaska Native (015)</p> <p><input type="checkbox"/> American Indian (597)                      <input type="checkbox"/> Native Hawaiian (653)</p> <p><input type="checkbox"/> Chinese (605)                                      <input type="checkbox"/> Filipino (608)</p> <p><input type="checkbox"/> Japanese (611)                                      <input type="checkbox"/> Vietnamese (619)</p> <p><input type="checkbox"/> White (800)    <input type="checkbox"/> Other Pacific Islander (681)</p> <p><input type="checkbox"/> Other Asian (621)                                      <input type="checkbox"/> Other Race (specify): _____</p>	<p>2. Are you of Spanish/Hispanic/Latino ethnicity?    <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Mexican, Mexican American, Chicano (722)</p> <p><input type="checkbox"/> Yes, Puerto Rican (727)</p> <p><input type="checkbox"/> Yes, Cuban (709)</p> <p><input type="checkbox"/> Yes, other Spanish, Hispanic, or Latino (Please specify): _____ _____</p>
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**SECTION 5 – OTHER**

Check all that apply

1. How did you hear about the Bachelor of Applied Science in Early Childhood Education program at North Seattle College?

Employer: \_\_\_\_\_     Family / Friend: \_\_\_\_\_     Radio     College Schedule     Social Media

College Advisor     Instructor: \_\_\_\_\_     NSC Website     Seattle Colleges Website     Search Engine  
(google, bing, yahoo, etc)     Bus Advertisements     Billboard     Other: \_\_\_\_\_

**SECTION 6 – STATE EMPLOYEE TUITION EXEMPTION POLICY**

I am applying as a Washington state employee and intend to use the Washington state employee tuition waiver. Please note that your application will be evaluated in a different applicant pool if you check this box. It is highly recommended that you meet with the ECE BAS program manager to discuss the special conditions of this tuition waiver and how it will work in the ECE BAS program.

**I certify to the best of my knowledge that all statements on this form are true.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Early Childhood Education Application Evaluation**

Each application will be scored in the following areas:

- *Is the fully completed packet submitted by first consideration date which includes: application, personal statement, transcripts, resume, and receipt for \$35 fee or approved waiver? (If the deadline was missed, applicants are still encouraged to apply, but will not receive full points)*
- *Are all prerequisites complete: EDUC&115, ECED&115, EDUC&130, ECED&170, EDUC&150; ENGL& 101? (Applicants who lack certain pre-requisites are still encouraged to apply, but will not receive full points)*
- *Is the Associate Degree Completed? (Applicants will also be considered if they have equivalent credits, and those who are near completion of the Associates Degree are also encouraged to apply, but will not receive full points)*
- *How successfully has the Personal Statement addressed the three questions asked?*
- *Where does the cumulative GPA fall between 2.5 and 4.0 (2.5 minimum required)?*

**SUMMARY: Washington State Community Colleges Tuition and Fees:**  
**Upper Division**

Quarterly tuition is dependent upon the number of credits taken per quarter as well as the type of courses taken (100/200 level lower division general education classes or 300/400 upper division classes). Please note that tuition will be decreasing in 2016-17, according to state law. Details can be found at: [http://www.sbctc.edu/college/f\\_tuition.aspx](http://www.sbctc.edu/college/f_tuition.aspx)

Tuition and Fees Per Credit

2015-16	1-10 credits:	\$234.43 per credit;	11-18 credits:	\$9.95 per credit
2016-17	1-10 credits:	\$200.97 per credit;	11-18 credits:	\$10.01 per credit

Annual Total Tuition & Fees

2015-16	Approximate cost of fulltime annual tuition and fees	\$7,200
2016-17	Approximate cost of fulltime annual tuition and fees	<u>\$6,200</u>
Total approximate full time program cost of BAS program tuition and fees:		\$13,400

(Estimates assume 10 credits of ECE courses and 5 credits of general education per quarter).



### Appendix 3: Application Scoring Matrix

EARLY CHILDHOOD EDUCATION BAS APPLICATIONS		
Element	Score	Max possible points
Fully completed packet submitted by first consideration date which includes: application, personal statement, transcripts, resume, and receipt for \$35 fee or approved waiver		10
Prerequisites complete? (EDUC&115, ECED&115, EDUC&130, ECED&170, EDUC&150; ENGL& 101	___ all complete	20
	___ missing one	10
	___ missing two or more	0
Associate Degree Completed/Within 20 credits of completion		15
Personal Statement		35
GPA (2.5 minimum required)		20 (GPA x 5, 4.0 = 20)
<b>Total Points</b>		<b>100</b>



## Appendix 4: Commitment Letters from Masters Programs

Engaging the culture, changing the world®



Seattle Pacific  
UNIVERSITY

August 2015

North Seattle College  
Letter of Support

Seattle Pacific University is excited to partner with North Seattle College so that upon completion of their prescribed program at NSC, students will be prepared to enter either of our graduate teacher certification programs with the content background to pursue endorsements in Early Childhood Education and Elementary Education. Since one of the pre-requisite requirements for any endorsement is that teacher candidates meet program content requirements, NSC students will enter our program with this requirement already met. Consequently, unlike the majority of applicants, NSC students will not need to complete any pre-requisite coursework for either Elementary Education or Early Childhood Education endorsement which will allow for a streamlined application process.

SPU is already approved by the Profession Educators Standards Board (PESB) to offer the Elementary Education endorsement. SPU Graduate School and School of Education staff met with North Seattle College representatives on July 16, 2015 and developed a timeline for collaboratively developing the application for SPU to offer the Early Childhood Education endorsement. The goal is to have the draft application completed by June 2016 so that SPU will be able to submit final application to the Professional Educators Standards Board for approval prior to the 2017-2018 academic year.

We are excited about this effort to coordinate resources to prepare highly skilled teachers, able to make a positive impact on student learning.

Sincerely,

A handwritten signature in cursive script that reads "Gregory J. Gelderman".

Gregory J. Gelderman, Ed.D., Certification Officer  
Seattle Pacific University  
School of Education

Cc Dr. Daniel Bishop, Assistant Dean for Teacher Education

## Appendix 5: Applied Baccalaureate External Reviews

### Applied Baccalaureate External Review Rubric

*The purpose of document is to capture the external review of BAS proposals. This review should be completed by an independent, third-party evaluation by a person or team with subject/discipline expertise. The goal of the review is to verify credibility, design, relevance, baccalaureate rigor, and effectiveness of BAS proposals, as well as validate congruency and consistency of program and curriculum with current research and academic thinking. This document also provides critical feedback, and an opportunity for proposers to address potential concerns/issues/criticisms prior to final submission.*

<b>College Name:</b>	University of Northern Colorado	<b>BAS Degree Title:</b>	
<b>Reviewer Name/ Team Name:</b>	Dr. Susan Thompson	<b>Institutional or Professional Affiliation:</b>	Professor of Early Childhood Education
<b>Professional License or Qualification, if any:</b>	Professor of Early Childhood Education, Coordinator of Early Childhood Teacher Education Program	<b>Relationship to Program, if any:</b>	None
<b>Please evaluate the following Specific Elements</b>			
Concept and overview	Overall concept, appropriateness, and placement.		
	<p><b>1. This is an excellent proposal for a four-year early childhood education program. Elements for a successful student centered degree program and the rationale for what is being planned are thoughtfully addressed.</b></p> <p><b>2. The overall concept is significant in that it offers opportunities to many early childhood educators who would not be able to obtain a four-year degree without an alternative to daytime coursework. Providing pathways for students to become more educated is not only timely in terms of national</b></p>		

	<p>trends, but is critical in strengthening early childhood experiences for children. Appropriate and strong early childhood teacher education informs the profession while demonstrating that early childhood education is an important profession.</p> <p>3. The proposal for review is exactly right – a very significant number of early professionals that hold four-year degrees are needed and the projected need for the future is very high. The requirement of a four-year degree by Head Start and other programs is a beginning, but not just any four-year degree will improve early childhood education. The four-year degree must be from a good early childhood education program in order for the desired positive changes to take place. The education degree that is proposed by Seattle College meets this criteria.</p> <p>4. This proposed degree is very appropriate because it is children and family focused which is critical in designing pedagogy and meeting the needs of young children and early childhood practitioners.</p> <p>5. The transfer agreements in place with other community colleges will definitely benefit many students who select to continue their education.</p> <p>6. The opportunities for students who graduate with this four-year degree to continue in graduate programs is realistic. We have students who graduate with our early childhood education degree go on to graduate programs in medicine, speech and audio, family counseling, and so on.</p>
Curriculum and Learning Outcomes	<p>Curriculum and learning outcomes for program overall and for individual courses, particularly 300-400 level/upper division.</p> <p>1. The curriculum and learning outcomes are appropriate. The basic outcomes and standards developed by NAEYC for bachelor degree EC teacher education programs are included. As mentioned in this degree proposal, the alignment of standards with those designated by NAEYC will make it much easier to move into a position where the new program can become accredited and Nationally Recognized.</p> <p>2. Please see comments in #5.</p> <p>3. The cohort model can have difficulties due to its nature of a “lock-step” approach. Early childhood teachers have a tendency to take classes during one session, stay out another, and then return the third for a class or two. The starting of more than one cohort will help tremendously with this situation if students can be free to move in and out of cohorts. It is admirable that your College anticipates the difficulties with low-enrollment due to the cohort model and attrition and can sustain the program until it is established.</p>

Curriculum Alignment	<p>Alignment of curriculum with statement of need</p> <ol style="list-style-type: none"> <li>1. <b>Yes, the proposed program’s curriculum is aligned with the statement of need. The only thing I wonder about is the one comment in the proposal that talks about children birth through age eight. If your goal is for students to have b-3<sup>rd</sup> grade knowledge, skills, and attitudes, will students have coursework for K-3<sup>rd</sup> grade, capsts for school-aged children in public schools, and so on? I am not familiar with the licenses/endorsements in Washington State. This may well be taken care of during licensing at the end of a student’s program. This does need to be clarified in the proposal.</b></li> <li>2. <b>It will be important to think intentionally about preparing your early childhood education students to work with families who are culturally and linguistically diverse (CLD). I recommend a CLD course such as “Teaching Young Bilingual Children.” If you were to combine your family involvement course with your anti-bias curriculum course, you would have the hours for a course of this nature. The course could be something along the lines of “Family Diversity and Involvement.”</b></li> <li>3. <b>I wonder why you call the special education class “Inclusion...” As a mother of three daughters who have special needs, I thought the word inclusion was a little misleading for the content required to work well with special needs children. You might consider changing the inclusion title to something about special needs children in early childhood settings. Within the class you could also be intentional about saying you are addressing the needs of children living in poverty, who have atypical brain development (including the new research coming out about how the chaos of an environment impacts children’s brain development), and so on. This also caused me to think about how information on Child Find Teams and networking with community agencies, professionals, and programs would be very important content to have in a class.</b></li> <li>4. <b>I would also suggest that somewhere it is stated about the focus and importance of play for young children. This information may very well be in a class, but it would be good to have it spelled out.</b></li> </ol>
Academic Relevance	<p>Academic relevance and alignment with upper division standards; baccalaureate rigor:</p> <p><b>The relevance and alignment with upper division standards and the rigor are expected by the nature of the topics and outcomes. This however depends on individual instructors levels of expectations. For example, a capstone project can be a notebook of ideas which does not particularly demonstrate what has been learned. Or at a higher level, the expectation would be students design and teach an integrated unit in a classroom. Part of the project would be to conduct pre, formative, and post</b></p>

	assessments throughout the unit, discussing at the end how each child grew and the impact of their teaching on student learning. A video-taped lesson would also be part of this – their analysis of their teaching and the choices they made designing and teaching this lesson included. And so on.
Graduate Preparation and Graduate Program Acceptance	Suitability for graduate preparation and acceptance of BAS graduates into graduate programs:
	<b>The strength of starting a new program with a small group of committed educators helps immensely in the monitoring of quality. The commitment and engagement is strong with a dedicated group of educators who share a vision for this program. The intentional analysis will allow for changes and improvements. If there are improvements needed in the curriculum and field experiences, I am confident that revisions will be made as the program develops and matures.</b>
General Education Requirements	General education requirements:
	<b>1. The liberal arts core appears to be one similar to what most four-year degree students take. 2. One suggestion would be to require a science course. Biology or earth sciences can be very helpful content for an early childhood teacher to have. I also think that a children’s literature course should be required, not just recommended. This may be one of the only opportunities for an early childhood student to become immersed in the world of children’s literature and develop knowledge about selecting and sharing appropriate literature with young children.</b>
Faculty	Qualifications of faculty:
	<b>The intended design of having a full-time faculty member along with adjuncts is just right. The full-time faculty member will provide consistency, and the adjuncts will provide students with a variety of instructors. The variety of instructors is important. Different instructors will expose students to various philosophies, practices, and ideas. That there is a full-time coordinator is interesting. As the program progresses, the full-time coordinator duties may be taken over by the full-time faculty member. At our University, the coordinators of the teacher education programs have teaching release of three credit hours each semester. With the time provided through the course releases, coordinators complete the coordinating duties. This keeps the coordinator in the classroom, allows him/her to know the different students, and gives the coordinator more credibility with the schools.</b>
Resources	Availability and appropriateness of resources, including library, student support, and facilities:
	<b>Excellent planning for resources.</b>

Membership and Advisory Committee	<p>Membership and input from advisory committee:</p> <p><b>The advisory committee will be important throughout the process.</b></p>
Overall assessment and recommendations	<p>Overall assessment</p> <p><b>This is an excellent program design and well-developed proposal. A four-year early childhood degree is important for young children and provides pathways for early childhood teachers to become more educated. Many students would not be able to continue their education without a design such as this. This program proposal has my strong support.</b></p>
<p><b>Reviewer Bio or Resume</b></p> <p>Evaluator, please insert a short bio here:</p> <p>I appreciate the opportunity to review this proposal. I am an early childhood professor at the University of Northern Colorado in Greeley Colorado. We have been a national leader in teacher education for decades. I also coordinate the early childhood teacher education program. The early childhood program is NCATE accredited and received National Recognition from our National SPA – NAEYC.</p> <p>Before coming to the University of Northern Colorado (UNC), I was a professor of elementary and early childhood education for 12 years at the University of Wyoming. At both institutions, I have worked with numerous students of all ages, taught almost 200 University courses on 22 different topics, and partnered with many elementary schools, community agencies, and early childhood programs. At UNC, I was one of four professors who developed the Early Childhood Teacher Education Program nine years ago. We have gone through many of the anticipated situations and development that you are thinking about as you plan your four-year degree proposal. At UNC we have a strong transfer agreement in place between our teacher education programs and the state-wide community colleges. I served as a member of the committee that worked out the early childhood transfer agreement between all four-year teacher education institutions and the community colleges in Colorado.</p> <p>This spring, the National Academy of Sciences published a leading historic report on early childhood education birth through third grade. It is a wonderful report. I was fortunate to be invited to speak on a panel for the Academy of Medicine and the National Research Institute during the investigative stage of this report.</p>	

Other professional accomplishments that are applicable to my qualifications as a program reviewer include my term as Consulting Editor for NAEYC and the professional work I have done in Guatemala with schools and students.

I have published 11 books for teachers and children. Some of my recent books include one was published with NAEYC, another with Corwin Press, and a book of Mayan Folktales with Libraries Unlimited which was awarded the National Storytelling Network Award for Yearly Best Collection of Tales.

My husband and I are the parents of five daughters. Our three younger daughters were adopted from Central America as older children at different times in their lives. They are all 14 years old.

## Applied Baccalaureate External Review Rubric

<b>College Name:</b>	North Seattle	<b>BAS Degree Title:</b>	ECE BAS Program Proposal
<b>Reviewer Name/ Team Name:</b>	Claudette Lindquist	<b>Institutional or Professional Affiliation:</b>	Heritage University
<b>Professional License or Qualification, if any:</b>	Assistant Professor Early Childhood Studies, MA Human Development w/speciality in Adult Teaching, Early Childhood Education and Leadership	<b>Relationship to Program, if any:</b>	None
<b>Please evaluate the following Specific Elements</b>			
Concept and overview	Overall concept, appropriateness, and placement.		
	<b>Thoughtful development of program, clear concept.</b>		
Curriculum and Learning Outcomes	Curriculum and learning outcomes for program overall and for individual courses, particularly 300-400 level/upper division.		
	<b>Some edits made on document to clarify statements</b>		
Curriculum Alignment	Alignment of curriculum with statement of need		
	<b>Aligned well with stated need for baccalaureate degree with comprehensive level of education.</b>		
Academic Relevance	Academic relevance and alignment with upper division standards; baccalaureate rigor:		
	<b>Great delivery of information regarding the immediate need for Seattle School District for teachers with baccalaureate-trained preschool teachers and administrators</b>		
	Suitability for graduate preparation and acceptance of BAS graduates into graduate programs:		



Graduate Preparation and Graduate Program Acceptance	<b>Excellent plan for preparing students for success, good contingency plan for over enrollment</b>
General Education Requirements	General education requirements:
	<b>Spelled out very clearly, and thoughtfully</b>
Faculty	Qualifications of faculty:
	<b>Very comprehensive, well thought out and planned for different levels and staffing needs.</b>
Resources	Availability and appropriateness of resources, including library, student support, and facilities:
	<b>Very through.</b>
Membership and Advisory Committee	Membership and input from advisory committee:
	<b>Comment</b>
Overall assessment and recommendations	Overall assessment
	<b>Well planned program, with a few clarifying edits, should be proposed.</b>
<p><b>Reviewer Bio or Resume</b>  Evaluator, please insert a short bio here</p> <p>Claudette Lindquist has 20+ years experience of teaching and directing Early Childhood Programs. Originally from California, she worked with the Los Angeles Archdiocese for 10 years assisting with the start up of more than 40 Pre-K Programs.. After moving to Washington, she briefly worked with the Department of Early Learning as a center licensor, but missed working closely with families and teachers and so returned to directing.</p> <p>She received her Masters Degree from Pacific Oaks College, where she specialized in Early Childhood Education, Leadership, and Adult Teaching. Her position at Heritage as both Early Childhood Studies Chair/Faculty and Director of the Heritage Early Learning allows her to use all her skills.</p>	

## Applied Baccalaureate External Review Rubric

<b>College Name:</b>	North Seattle College	<b>BAS Degree Title:</b>	ECE BAS Program Proposal
<b>Reviewer Name/ Team Name:</b>	Vidya Thirumurthy	<b>Institutional or Professional Affiliation:</b>	Pacific Lutheran University
<b>Professional License or Qualification, if any:</b>	Professor of Early Childhood Education	<b>Relationship to Program, if any:</b>	None
<b>Please evaluate the following Specific Elements</b>			
1. Concept and overview	Overall concept, appropriateness, and placement.		
	<b>Comment</b> <b>The need for a BAS Degree program is well documented. The proposed outline is appropriate and can be accomplished.</b>		
2. Curriculum and Learning Outcomes	Curriculum and learning outcomes for program overall and for individual courses, particularly 300-400 level/upper division.		
	<b>Comment</b> <b>A. The content for the proposed degree appears to be well thought out. Based on the description, the courses have been constructed with the student population in mind. Some of the course titles and the content appear to delve into more “preparatory”. For example, the title “Teachers as Successful Students” appears to suggest that the students need study skills. The titles often used have terms like Professional Community of Learners, Professional Resources and Technology etc. The content for the Teachers as Successful Students includes “Students will use strategies for time and stress management, organization, professionalism and conscious self-care to prepare for a successful educational program.” These are often covered in the Professional conduct and ethical behavior or in the Introduction classes. The emphasis on technology is sort of diluted.</b>		

	<p><b>B. Similarly, the title Cognition and General Knowledge and the content do not reflect the academic rigor. Cognition should highlight how children think and process information, how culture shapes children’s thinking, what children learn in their everyday rituals at home, what different theorist say about cognition, how teachers can facilitate learning, the environment and the opportunities teachers provide facilitates learning, and how developmentally delayed children cope with their environment etc. The title could read something like Culture and Cognition; or Cognition and Learning..</b></p> <p><b>C. There is a need to include Math and Science in the curriculum. NCTM in its position statement says “Young learners’ future understanding of mathematics requires an early foundation based on a high-quality, challenging, and accessible mathematics education. Young children in every setting should experience mathematics through effective, research-based curricula and teaching practices. Such practices in turn require that teachers have the support of policies, organizational structures, and resources that enable them to succeed in this challenging and important work.” With the states emphasis on numeracy in early years, teacher training institutions have to prepare their candidates to be comfortable to teach math and introduce children through play based approaches.</b></p> <p><b>D. Greater emphasis could be place on introducing candidates to use play based approaches to teaching literacy as well.</b></p>
3. Curriculum Alignment	<p>Alignment of curriculum with statement of need</p> <p><b>Comment</b> Needs statement and the curriculum are aligned. As the course titles and the content get refined, the alignment will only get stronger.</p>
4. Academic Relevance	<p>Academic relevance and alignment with upper division standards; baccalaureate rigor:</p> <p><b>Comment</b> I have my suggestions listed in # 2.</p>

5. Graduate Preparation and Graduate Program Acceptance	Suitability for graduate preparation and acceptance of BAS graduates into graduate programs:
	<b>Comment</b> <b>Course titles and content may require some fine turning, but the rest is all fine</b>
6. General Education Requirements	General education requirements:
	<b>Comment</b> <b>Commend North Seattle College for its effort to introduce the program, the efforts of the professionals putting together this document. Well thought out and conceived!</b>
7. Faculty	Qualifications of faculty:
	!
8. Resources	Availability and appropriateness of resources, including library, student support, and facilities:
	<b>Comment</b> <b>Strong</b>
9. Membership and Advisory Committee	Membership and input from advisory committee:
	<b>Comment</b> <b>Strong</b>
10. Overall assessment and recommendations	Overall assessment
	<b>Comment</b>
<b>Reviewer Bio or Resume</b>	